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ABSTRACT

The project focused on securing evidence to support or reject the assumption, based on their support by educators and industry, that vocational youth organizations (Distributive Education Clubs of America, Home Economics Related Occupations Clubs, Future Farmers of America, Future Homemakers of America, Future Business Leaders of America, and Vocational Industrial Clubs of America) are an essential part of secondary vocational education programs in Colorado. Five populations were surveyed, and specific questionnaires were developed for students, teachers (advisors), administrators, parents, and employers (training sponsors) to determine if the organizations were felt to be important and if they were accomplishing their objectives. The rate of response exceeded 65 percent for all populations. Each questionnaire was analyzed for general trends by using means and percentages. Each item was analyzed by means of chi-square for differences among youth organizations. The tabulated findings, discussed in detail for each questionnaire type, indicate an overall positive perception of the organizations. Detailed conclusions show that the organizations were perceived as important and were meeting their objectives but were in need of support by the schools. Appended are the objectives of five national organizations, the instruments, and cover letters. (Author/MS)

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VOCATIONAL YOUTH ORGANIZATIONS--ARE THEY NEEDED?

Conducted by

Kendrick Spooner

Colorado Research Coordinating Unit

June 30, 1974

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VOCATIONAL YOUTH ORGANIZATIONS

ARE THEY NEEDED?

Project Director

Dr. Kendrick Spooner

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VOCATIONAL YOUTH ORGANIZATION PERSPECTIVES

Chapter 1

Introduction

Since their inception, the mission of vocational youth organizations has been to enrich and improve the effectiveness of the vocational preparation program. As an integral component of a vocational education program, vocational youth organizations have increased with program expansion.

To provide the context for this report, a historical perspective of the formation of national vocational youth organizations would be appropriate and beneficial.

In 1928, the Future Farmers of America (FFA) was the first vocational youth organization achieving national recognition in conjunction with the agriculture education program. Initiated for students enrolled in Consumer and Homemaking and later Home Economics Related Occupation courses, Future Homemakers of America (FHA) was the second organization formed. The Home Economics Related Occupations Clubs (HERO) evolved from the FHA organization and serves students in the home related occupational program. Business and office education founded Future Business Leaders of America (FBLA).

Serving students enrolled in Distributive Education who are pursuing marketing careers, the Distributive Education Clubs of America (DECA) was conceived. The most

recently formed vocational youth organization is the Vocational Industrial Clubs of America (VICA). VICA is designed for students enrolled in trade, industrial, technical and health occupations education programs.

Problems

The following prevails in the state of Colorado as in most states: Vocational youth organizations are an integral component of the students' vocational preparation in that they provide an emphasis on career planning, civic awareness, social competence, leadership ability, and, most importantly, occupational preparation. These five common purposes were taken from the statement of purpose of each national organization. Appendix A has the complete set of objectives for all national youth organizations.

This assumption is supported in part by the fact that industries are investing an estimated three million dollars a year to help sustain vocational youth organizations.[1] Also, the National Advisory Council on Vocational Education, after completing their investigations on vocational education youth organizations, submitted the following recommendations:

1. The President of the United States continue to give visibility to vocational student organizations; that he suggest appropriate legislation

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1. National Advisory Council on Vocational Education, 7th Report on Vocational Student Organizations, November 15, 1972, p. 3

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to the Congress, that he include in his budget support to establish, expand, and extend these organizations throughout career education;

2. The Congress recognize vocational student organizations as integral to instructional programs in all areas of career education and support them financially;

3. The U. S. Commissioner of Education provide support for vocational student organizations by:

   a. Drawing federal guidelines for future State Plans for vocational education which assure student organization programs an integral role in programs of instruction;

   b. Providing a guaranteed set-aside for student organizations in the U. S. Office of Education budget;

   c. Providing a number of staff positions to coordinate the activities of the various student organizations, to assure that their programs and activities are in harmony with national policies and objectives and to assist in developing, expanding, and promoting such organizations;

   d. Requiring teacher training institutions which receive federal funds to incorporate in their programs instruction in the methods, techniques, and philosophy of student organizations.

4. The student organizations themselves must launch a massive campaign with financial and professional assistance from the U. S. Office of Education, to take their story to every local district, every State Board, every teachers' group, every State Legislature, the U. S. Congress, and to the general public.

5. The national media join in this effort.

6. Schools make the student organization programs available before grade 10 so students who leave school before completing 10 years of high school may be exposed to their dynamic programs.

The question is do vocational youth organizations conform with the intents as indicated by their purposes?

Objective

The primary focus of this project was to secure evidence to support or reject the previously stated assumption that vocational youth organizations are an essential and necessary part of secondary vocational education programs in the state of Colorado.

Process

Because of the value orientation of the objective, it was felt that two major criteria must be considered in light of the stated assumption. First, are vocational youth organizations meeting their stated objectives as perceived by students enrolled in vocational programs, vocational teachers, parents, training sponsors, employers of vocational students, and administrators? Secondly, are vocational youth organizations viewed as essentially good, useful and needed as viewed by students, teachers, parents, employers, and administrators associated with vocational programs.

There were three major sections to be considered in the development of this study: sampling, instrument development, and data collection and analysis. This study was directed and monitored by a state-wide advisory committee with representatives from each vocational youth organization. The membership of the committee was: Gene Amoroso, Distributive

Education; Jean Brady, Business and Office Education; Tom Milan, Trade and Industrial; Kay Turman, Home Economics; Jay McCracken, Agriculture; Irving Cross, Agriculture; Sid Koon, Colorado Vocational Association; Chuck Beall, Distributive Education, Bev Hays, Home Economics, Bob Barnes, and Jim Wilson.

DESCRIPTION OF THE SAMPLES

Samples were drawn from six populations:

1. Vocational Students
2. Parents
3. Training Sponsors (Employers)
4. Chapter Advisors (Teachers)
5. Administrators
6. Local Directors

Description of each sample:

1. Student Sample

The total population of student members in the six vocational youth organizations was determined to be approximately 17,459.[2] Each organization is one stratum and contributes a specific percentage to the total. The sample size was determined as follows:

a. The confidence level was selected to be 95%.

b. A reliability of +/-5% was selected (i.e., assurance of a sampling error not exceeding 5%).

c. The sample size was determined using the text: Herbert Arkin, and Raymond R. Colton, Tables for Statisticians, New York: Barnes and Noble, Inc., 1963, p. 145.

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2. At time of sampling.

The sample size is 383 students. This is a rather conservative sample since: (a) a population size of 17,459 students was available for this study, and (b) an expected rate of occurrence of 0.5 was used (a rate of 0.5 maximized the sample size.)

The following table depicts membership in the six organizations, their respective percentages and the number of students corresponding to these percentages.

TABLE 1

Sample Size*

Youth Organization	Membership	Percent of Total	Sample Size
DECA	2,437	14.0	57
FBLA	3,330	19.0	69
FFA	3,240	19.0	78
FHA	3,600	20.0	71
HERO	852	5.0	19
VICA	4,000	23.0	89
TOTAL	17,459	100.0	383

* There is a need to clarify the definition of youth organizations for this study in that Home Economics has two types of chapters, FHA and HERO. In this study each type of chapter will be considered as a youth organization, although in reality they are one organization at both the state and national level.

Each sampled member was drawn in the following manner: Within each youth organization, 1) all member high schools were numbered sequentially and 2) schools were randomly selected. High school rosters were used to randomly choose until the organization's quota was attained. If a school were drawn more than once, the number of repetitions determined the number of students drawn from that school. (NOTE: The above process somewhat favors students from schools with small membership in that each school has the same probability of being drawn and each student has a probability inversely proportional to the school's membership. However, bias could have been eliminated by expending considerable time and monies which the researchers felt was excessive for the elimination of the bias.)

2. Parents Sample

This sample consists of parents of the randomly selected student sample.

3. Employer Sample

If the students selected in the sample were employed, this sample consists of training sponsors, or employers, representing businesses in which the student sample are employed.

4. Advisor Sample

The total number of chapter advisors of the six organizations was determined to be approximately 553. Each organization is one stratum and contributes a specific percentage to the total sample size. A sample size of 31% of the

population was determined to be satisfactory. The same procedure for determining the sample for the student population was used for the advisor sample. The following table illustrates the breakdown of the six organizations and the number of advisors in the sample chosen from each organization.

TABLE 2

Sample Size

Youth Organization	Number of Advisors	Percentage of the Total	Sample Size
DECA	70	13.0	22
FBLA	135	23.5	34
FFA	72	13.0	21
FHA	152	28.0	48
HERO	24	4.5	8
VICA	100	18.0	29
TOTAL	553	100.0	162

Each sample member was drawn in the following manner: Within each youth organization all member high schools were numbered sequentially and schools were randomly selected and the chapter advisor was identified. This process was repeated until the organization's quota was attained.

5. Administrator Sample

The members of this sample are the administrators of

those schools which have reimbursable vocational education programs.

6. Local Directors

All local directors of Vocational Education, as listed by the State Board for Community Colleges and Occupational Education, were sent questionnaires.

Instrumentation

Five instruments were developed, one for each population. (See Appendix B.)

The developmental process included three major steps: (a) synthesizing vocational youth organization objectives, (b) reaction of advisory committee, and (c) pilot testing.

The initial instrument was developed by the project staff through a search of the literature and review of each organization's constitution. The study focused on three major themes: (a) demographic description, (b) perception of the value of youth organizations, and (c) perception of achievement of goals stated by youth organizations.

At this point, the questionnaires were reviewed by the advisory committee. Following incorporation of the advisory committee's suggestions, the instrument was delivered to a vocational teacher for review and pilot-testing. Upon receipt of the vocational teacher's input, a final draft of the questionnaires and cover letter was finalized and transmitted to the advisory committee chairman for final review and approval.

Data Collection and Analysis

Questionnaires were distributed to the sampled population in the following manner:

1. The administrator's instrument was mailed to all building administrators and local vocational directors of schools housing approved vocational programs.

2. All other instruments were mailed to the youth organization advisor. There were three types of mailings:

   a. Advisor in the sample without students in the sample.

   b. Advisor in the sample with students in the sample.

   c. Advisor not in the sample with students in the sample.

   The students were asked to deliver the questionnaire to their employers, if employed in a training station related to their occupational goal, and to their parents.

   One follow-up letter was mailed to administrators, advisors and students. There was no attempt to follow-up parents or employers.

Table 3 represents the percentage of return for students and teachers. Table 4 depicts the percentage of return for the two administrator populations. The percentage of returns for parents can be estimated by assuming every student surveyed is living with someone who can be identified as satisfying the parental role. A minimum of 41% of the parents responded. As for employers, it is not possible to calculate the exact percentage of responses. Eighty-two employers returned instruments representing 21% of the student population. However, it is reasonable to assume that not all students in

vocational youth organizations are employed.

TABLE 3

Percentage of Returns for Students and Teachers by Youth Organization

	STUDENTS			TEACHERS		
	Number Sent Out	Number Returned	Percent Returned	Number Sent Out	Number Returned	Percent Returned
DECA	57	35	61	22	19	86
FBLA	69	53	77	34	32	94
FFA	78	50	64	21	18	86
FHA	71	50	70	48	44	92
HERO	19	12	63	8	8	100
VICA	89	54	60	29	21	72
TOTAL	383	254	66%	162	142	88%

TABLE 4

Percentage of Administrators' Returns

DIRECTORS and ADMINISTRATORS

	Number Sent Out	Number Returned	Percent Returned
Administrators	36	32	89
Directors	33	25	76
TOTAL	69	57	83

The data analysis is straightforward in that means and percentages are given for each descriptive item.

Nonrespondents' biases were checked by comparing the early respondents against the late respondents. Items in which there was a significant difference at the .05 level of significance or greater were flagged and the direction of difference stated as the item is discussed within the finding sections. There was little nonrespondent bias indicated within the analysis.

FINDINGS

Chapter 2

This section is divided into two parts: First, a demographic description of the context in which the vocational program operates, including community size, school organization and size, type and size of vocational youth organization, descriptive data of administrators, advisors, students, and parents, and school commitment to vocational youth organizations; second, a presentation of the five populations'--administrators, advisors, students, parents, and employers--perception of vocational youth organizations.

Demographic Description

Of those programs surveyed, approximately 40% are located in communities under 10,000 people and 20% were in communities in excess of 70,000 people.

The distribution of students by community size for those employed was remarkably similar to the distribution of community size of all students for all programs. In other words, the same percentage of students was employed in small communities as in larger communities.

Table 5 shows the community size as indicated by school administrators for employed students.

TABLE 5

Comparisons of Percentage of Vocational Programs (All Programs) to Percentage of Vocational Programs with Students in Training-Related Jobs by Community Size

Community Size	Percent Employed	Percent of Total Students
Less than 10,000	39%	43%
10,000 to 19,000	9%	3%
20,000 to 29,999	5%	5%
30,000 to 39,999	7%	7%
40,000 to 49,999	1%	8%
50,000 to 59,999	1%	5%
60,000 to 69,999	0%	2%
More than 70,000	20%	21%
Did not respond	18%	6%
TOTAL	100%	100%

The percentages of secondary school organizations format having vocational programs are:

Secondary Organizations	Percentage
9 to 12 grades	43%
10 to 12 grades	20%
11 to 12 grades	8%

Twenty-nine percent of the schools had other organizational configurations or failed to indicate a structure.

Table 6 provides the approximate percentage of schools housing vocational youth organizations by school enrollment.

TABLE 6

Percentage of Vocational Youth Organizations by School Enrollments

School Enrollment	Percentage of Organizations
Less than 300	16%
300 to 599	20%
600 to 899	16%
900 to 1199	0%
1200 to 1499	5%
More than 1500	33%
Did not respond	10%

The percentage of youth organizations within schools having recognized vocational programs as seen by directors of vocational programs and building administrators can be found in Table 7. Discrepancies can be noted. Those schools having HERO programs have the highest discrepancies between the two populations and FFA has no discrepancies between the two types of administrators. It can be seen that there is some relationship between the newness of youth organization programs and discrepancies between building administrators' and local directors' perception of which youth organizations can be found in their schools.

Table 9 illustrates the percentage of vocational youth organizations with various size intervals of memberships. It can be seen that all organizations have a wide range of

membership with the average membership being 24 students. Average membership by youth organization varies from a low of 17 members for FHA to a high of 35 members for FFA.

TABLE 7

Percentage of Schools Having Each Type of Youth Organization from Administrator and Director Perceptions

Youth Organizations	Percent of Programs Within Schools as Seen by:	
	Adminis.	Directors
DECA	46.0%	54%
VICA	73.0%	83%
FFA	46.0%	46%
FHA	57.0%	54%
HERO	19.0%	37%
FBLA	69.0%	83%
NONE	3.8%	0%

In Table 10, a percentage of membership by youth organization by grade level is provided. FHA has the broadest dispersion with membership of students in grades 7 through 12, whereas DECA had student membership in only grades 11 and 12.

The tenure of membership in the youth organizations varies greatly with FFA having the most students with multi-year club experience and with VICA and HERO having 50% of their student members with less than one year. Table 11 indicates the cross-break in percentages of years of members by youth organizations.

TABLE 8

Percent of Programs by Years Functioning in Schools as Seen by Teachers

Youth Organization	Years Functioning				
	Less than 1	1-5	6-10	11-15	16+
DECA	10.5%	15.8%	42.1%	21.1%	10.5%
VICA	0.0%	90.9%	9.1%	0.0%	0.0%
FFA	0.0%	0.0%	5.6%	11.1%	77.8%
FHA	2.3%	25.0%	18.2%	31.8%	20.5%
HERO	12.5%	50.0%	12.5%	12.5%	12.5%
FBLA	5.9%	61.8%	23.5%	8.8%	0.0%

TABLE 9

Percentage of Clubs by Size of Membership

Clubs	Non-Response	Percentage by Membership Size							Average Size
		1-10	11-20	21-30	31-40	41-50	51-60	60+	
DECA	10.0	5.3%	5.3%	36.8%	10.5%	26.5%	5.3%	10.5%	31.8
FBLA	0.0	11.8%	26.5%	32.4%	14.7%	11.8%	2.9%	0.0%	20.0
FFA	5.5	0.0%	11.1%	27.8%	5.6%	11.1%	11.1%	27.8%	35.0
FHA	2.2	22.7%	29.5%	20.5%	18.3%	4.5%	0.0%	2.3%	17.0
HERO	0.0	0.0%	25.0%	25.0%	12.5%	0.0%	12.5%	25.0%	33.0
VICA	4.7	0.0%	22.7%	31.8%	22.7%	4.5%	9.1%	4.5%	26.0

TABLE 10

Percentage of Students by Youth Organizations and Grade Level as Indicated by Students

Organization	7	8	9	10	11	12	Total
DECA	0.0%	0.0%	0.0%	0.0%	35.0%	65.0%	100%
FBLA	0.0%	0.0%	4.0%	8.0%	40.0%	48.0%	100%
FFA	0.0%	0.0%	25.0%	29.0%	27.0%	19.0%	100%
FHA	4.0%	14.0%	22.0%	20.0%	18.0%	22.0%	100%
HERO	0.0%	0.0%	0.0%	10.0%	30.0%	60.0%	100%
VICA	0.0%	0.0%	0.0%	2.0%	48.0%	50.0%	100%

TABLE 11

Percentage of Years of Student Membership by Youth Organization as Indicated by Teachers

Youth Organization	Years of Membership					
	less than 1	1 to 2	2 to 3	3 to 4	4+	None Responded
DECA	40.5%	54.1%	2.7%	0.0%	0.0%	2.7%
FBLA	36.5%	42.3%	13.5%	1.9%	0.0%	5.8%
FFA	40.0%	21.8%	9.1%	20.0%	3.6%	5.5%
FHA	30.8%	34.6%	21.2%	11.5%	0.0%	1.9%
HERO	58.3%	41.7%	0.0%	0.0%	0.0%	0.0%
VICA	52.6%	25.3%	14.0%	1.8%	0.0%	5.3%
TOTAL	41.1%	34.7%	12.1%	7.2%	0.8%	4.2%

Comparing the results in Table 11 to the question, "How many years can a student be an in-school active member of a secondary vocational youth organization," (Table 12) a discrepancy in the data was noted. There is an inverse relationship between the actual years of membership and years of eligibility of membership.

For example, FBLA indicates students can be members for more than four years; however, only 12% of the student membership is made up of 9th and 10th graders.

In general, students indicated a low multi-year affiliation, where the advisor of the organization indicates a high percentage of opportunity for longer affiliation.

Table 13 shows the length of vocational education program to which each youth organization relates. These figures relate inversely to the student eligibility percentage present in Table 11. Therefore, there is a direct relationship between student tenure of membership and the length of program offerings.

A profile of the advisors of youth organizations is presented in Table 14. The vocational agriculture teachers are the youngest; however, they have the most vocational education teaching experience and are among the most experienced in working with vocational youth organizations.

There was, as a side light, an interesting discrepancy between the membership reported for the Colorado Vocational Association (CVA) vs. the membership reported for the

TABLE 12

Percentage by Year by Youth Organization for Student Eligibility for Membership as Indicated by Teachers

Youth Organization	Years of Eligibility					
	1 year	2 years	3 years	4 years	more	No Response
DECA	15.8%	84.2%	0.0%	0.0%	0.0%	0.0%
FBLA	5.9%	8.8%	47.1%	35.3%	2.9%	0.0%
FFA	0.0%	5.6%	0.0%	66.7%	22.2%	5.5%
FHA	0.0%	4.5%	25.0%	56.8%	11.4%	2.3%
HERO	0.0%	50.0%	37.5%	12.5%	0.0%	0.0%
VICA	0.0%	81.8%	13.6%	4.5%	0.0%	0.0%
TOTAL	3.4%	30.1%	23.3%	34.9%	6.8%	1.5%

TABLE 13

Percentage by Years of Length of Vocational Education Programs to Which Each Youth Organization Relates

Youth Organizations	Percentage by Years				No Response
	1	2	3	4	
DECA	10.5%	84.2%	0.0%	0.0%	5.3%
FBLA	32.5%	29.4%	17.6%	14.7%	5.9%
FFA	0.0%	0.0%	5.6%	88.9%	5.6%
FHA	15.9%	9.1%	22.7%	38.6%	13.6%
HERO	12.5%	50.0%	25.0%	0.0%	12.5%
VICA	9.1%	72.7%	13.6%	0.0%	4.5%

TABLE 14

Profile of Advisors by Youth Organizations

Youth Organizations	X Yrs. Age	X Yrs. Voc Ed Tchg. Exper.	Percentage of Professional Affiliations of Teachers				Percentage of Teacher Experience With Youth Organizations by Years				
			CVA	CEA	AFT	Other	1	2	3	4	5+
DECA	32	4.5	57.9	57.9	10.5	26.3	5.3	10.5	5.3	26.3	52.6
FBLA	32	4.5	55.9	64.7	5.9	32.4	14.7	17.6	26.4	11.8	23.5
FFA	30	7.0	88.9	38.9	0.0	44.4	22.2	0.0	11.1	0.0	61.1
FHA	31	6.0	38.9	72.7	2.3	18.2	15.9	9.1	9.1	18.2	43.2
HERO	31	5.0	62.9	62.5	0.0	25.0	25.0	12.5	12.5	0.0	50.0
VICA	37	4.0	59.1	45.5	4.5	4.5	9.1	18.2	22.7	31.8	18.2
Grand Average	32	5.0									

American Vocational Association (AVA). Fifty-six percent of the advisors reported themselves as being members of the Colorado Vocational Association, whereas only 46.6% of the advisors reported being members of the American Vocational Association.

Another series of questions were asked in regard to the support given to youth organizations by the schools and the advisors. Table 15 compares the type and amount of support given by youth organizations.

Another means of support given youth organizations by the school is reflected in the number of in-service days given the advisor per year so they may meet the obligations of their youth organization advisement role. The percentage distribution is as follows:

Percent of Days	Percent of Schools
0 - 2	33%
2 - 4	15%
4 - 6	10%
6 - 8	0%
8 +	13%
Did not Respond	29%

The administration within the schools supporting vocational education programs has been in the community an average of 6.87 years, with building administrators having a longer tenure with 8.39 years compared to 6.06 years for the local director.

TABLE 15

Support for Youth Organization as Reported by Youth Organization

Youth Organization	Dist. Funding to Support Y. O. as Seen by Teacher	Percentage of Teacher Scheduled Time Given as Seen by Teacher	No. Extra Hrs. Spent Weekly With Y. O. as Seen by Teacher	Percentage of Schools Paying For All or Part of Teacher Expenses for Y.O. as Seen by Administrators			
				Local	District	State	National
DECA	36.8%	8%	3.0 hrs.	26.4	42.1	63.2	26.3
FBLA	58.8%	6%	2.0 hrs.	32.3	58.8	58.8	23.5
FFA	44.4%	9%	4.0 hrs.	61.1	83.3	83.3	72.2
FHA	27.3%	4%	1.5 hrs.	22.7	52.3	59.1	6.8
HERO	50.0%	9%	2.0 hrs.	37.5	50.0	62.5	12.5
VICA	50.0%	5%	1.5 hrs.	36.3	36.3	45.4	36.4

Perceptions

This section of the findings will present perceptions of various populations related to vocational youth organizations. It should be emphasized that this section comprises aggregate opinions of selected populations.

The data is presented by population responses in terms of mean score by item, with items showing significant differences among youth organizations being further analyzed.

Student Survey

There were eight items on the student survey that showed significant differences at the .05 alpha level, (1, 2, 3, 4, 5, 6, 9, and 11). Figure 1 provides the mean response for each item.

Item one, "The vocational club is part of my vocational training," received a positive response with a mean of 2.10, meaning that the students, in general, agreed with the statement. There was, however, a significant difference as to how students in various youth organizations responded to this item. Figure 2 provides the breakdown of students' responses by youth organization and shows DECA and FFA students responding more positively than the students of other youth organizations.

Item two of the student questionnaire states, "The vocational club requires much of my time."

The mean student response for item two is 3.46 which can be interpreted as the students, in general, are undecided or

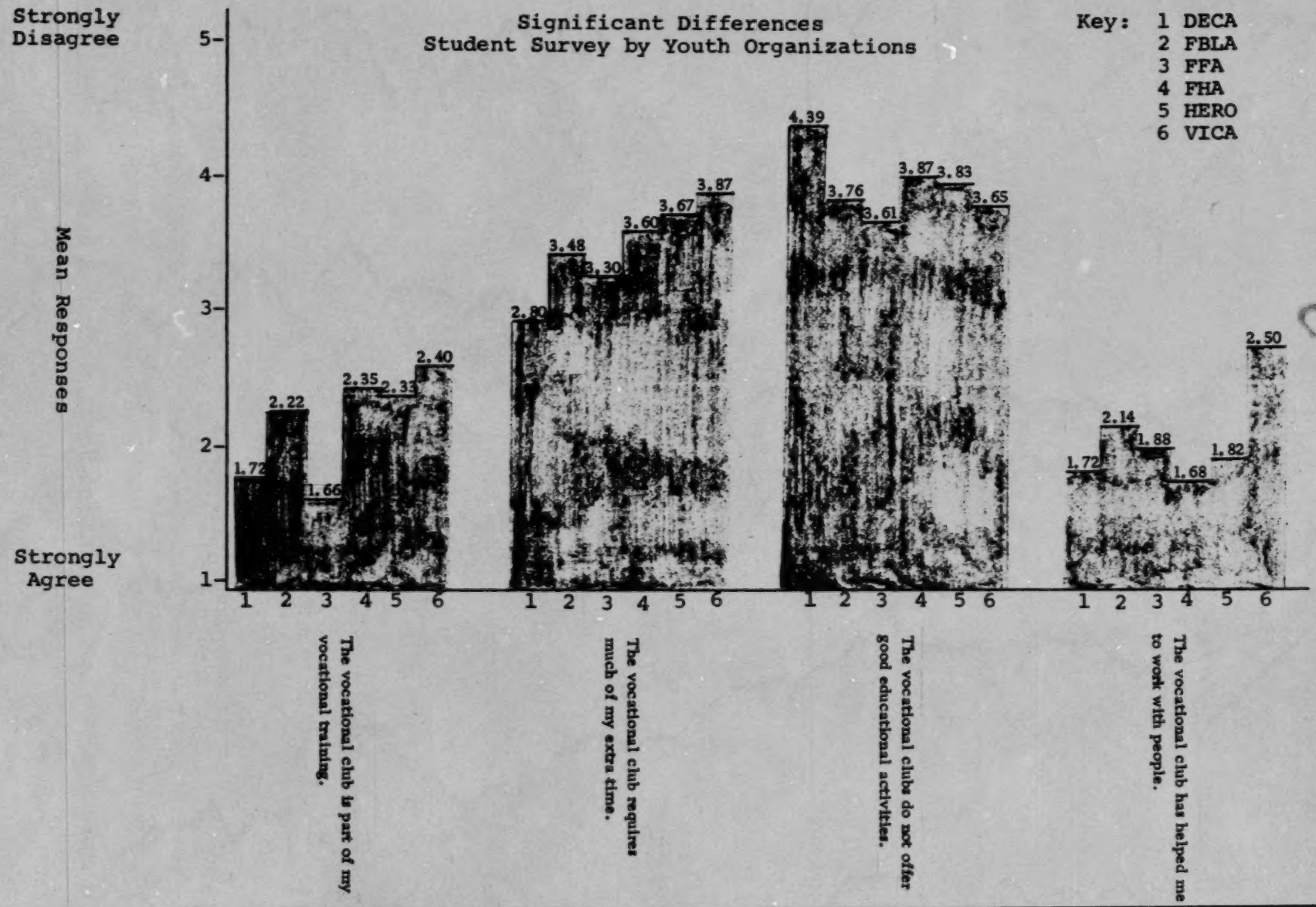
FIGURE 1

Student Survey
Mean Scores by Item

Key- * Significant Items
at .05 Alpha Level

5-
4-
3-
2-
1-
Strongly Disagree
Strongly Agree
Mean Responses
2.10
3.46
3.86
1.96
2.28
2.31
2.05
2.66
2.16
2.01
2.16
3.00
1 * The vocational club is part of my vocational training.
2 * The vocational club requires much of my extra time.
3 * The vocational clubs do not offer good educational activities.
4 * The vocational club has helped me to work with people.
5 * The vocational club has aided me to be a better citizen.
6 * Vocational clubs offer a variety of local activities that add to my education.
7 All students have a fair opportunity to participate in state-level activities.
8 The students have a strong voice in the state organization.
9 * The competitive activities of vocational clubs are helpful for job preparation.
10 The vocational club should be a part of the vocational education program.
11 * Being a member of the vocational club helps me in my job exploration.
12 Being a member of the vocational club has helped me improve my school grades.

FIGURE 2


Significant Differences
Student Survey by Youth Organizations
Key: 1 DECA
2 FBLA
3 FFA
4 FHA
5 HERO
6 VICA
Strongly Disagree
Mean Responses
Strongly Agree
5
4
3
2
1
1.72
2.22
1.66
2.35
2.33
2.40
2.80
3.48
3.30
3.60
3.67
3.87
4.39
3.76
3.61
3.87
3.83
3.65
1.72
2.14
1.88
1.68
1.82
2.50
1 2 3 4 5 6
The vocational club is part of my vocational training.
The vocational club requires much of my extra time.
The vocational clubs do not offer good educational activities.
The vocational club has helped me to work with people.

disagree with the statement. Therefore, it can be said that students, in general, do not feel vocational organizations require too much of their extra time. There were significant differences among students' responses from the various youth organizations. Figure 2, item 2, depicts the breakdown by youth organizations. DECA students with a mean of 2.80 showing agreement with the statement, are significantly different from those students in other vocational youth organizations.

The third item (see Figure 1) on the student survey states, "The vocational clubs do not offer good educational activities." A mean of 3.86 indicates students disagree with the item. Generally, students believe that vocational organizations do provide good educational activities.

There was a significant difference among youth organizations illustrated in Figure 2, item 3, which shows the response of students by youth organization. DECA students felt more strongly that their youth organization offered good educational activities.

Item 4 on Figure 1, states: "The vocational club has helped me to work with people." The overall mean for this item was 1.96, indicating that students, in general, agreed that youth organization affiliation helps them work with people. There was a significant difference among student response of various youth organizations and Figure 2, item 4, provides a breakdown of these differences. The VICA

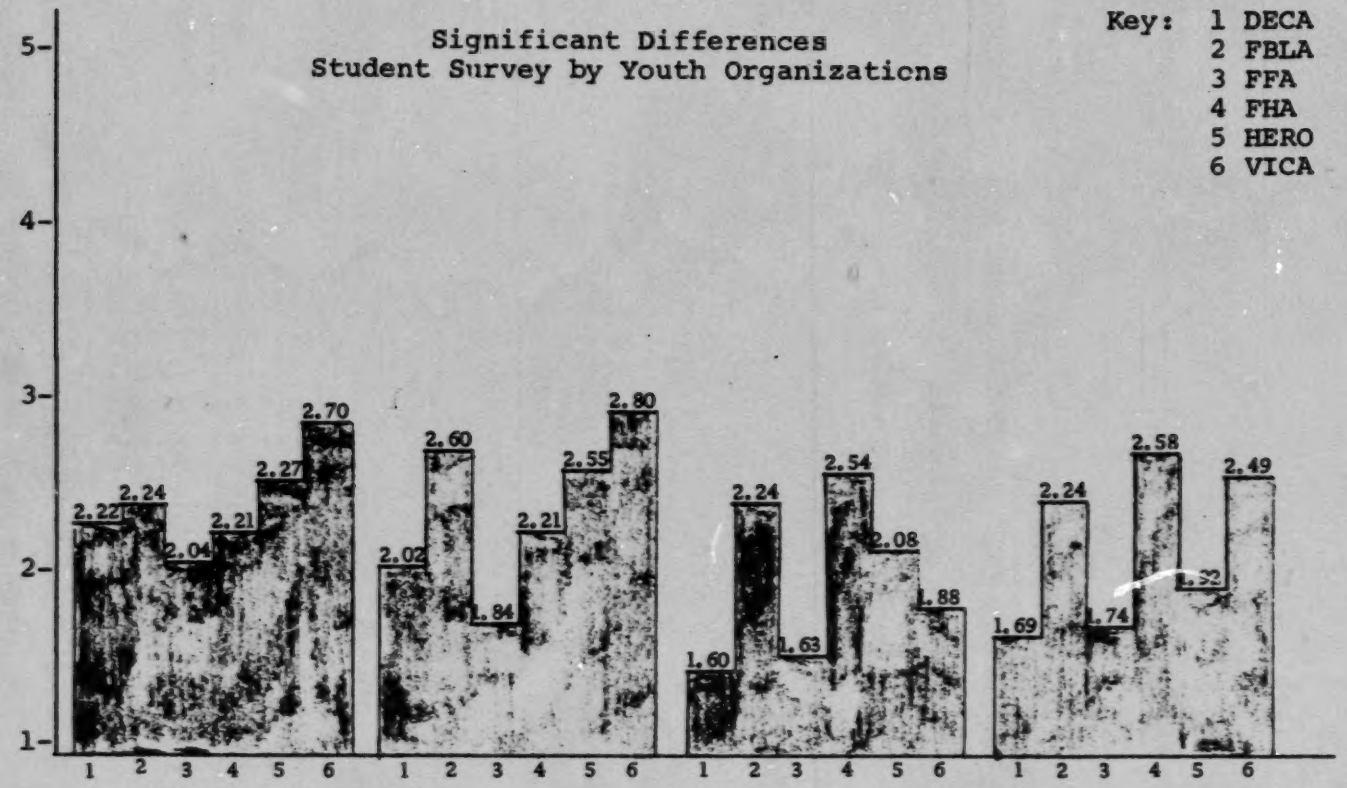
students agree less with the statement than did the students of other youth organizations.

Item 5, Figure 1, provides the response of students to the following item: "The vocational club has aided me to be a better citizen." This item showed a difference in response type from early to late respondents. The early respondents were significantly more positive toward the item than later respondents. This differential may indicate some nonrespondent bias which might tend to make the response more positive than that of the general population. With the above caution, the following findings are presented. In general, students agreed with the statement in item 5, Figure 1, with the exception of the VICA students who were significantly more negative than the other students, although the VICA students, in general, were still weakly in agreement with the statement (see Figure 3, item 1).

Item 6 of the student survey in Figure 1 states: "Vocational clubs offer a variety of local activities which add to my education." The students, in general, responded positively to this item with an overall mean of 2.31. Figure 3, shows that there was a significant difference among students of different youth organizations with FFA students being most positive and VICA students being least positive about the item. There is a wide dispersion in response with the rank order by youth organization being from most positive, FFA, DECA, FHA, HERO, FBLA, and with VICA being least positive.

FIGURE 3

Significant Differences
Student Survey by Youth Organizations



Item 7, Figure 1, of the student survey states, "All students have a fair opportunity to participate in state-level activities." A mean of 2.05 indicates that students generally agree with this statement. There is some non-respondent bias due to the fact that early returns were significantly more positive than late returns. Therefore, the generalization to the population may be biased. A reason for this change in responses may exist because the questionnaire was mailed in the spring and the early returns were before the state conventions and the later returns were after the conventions. There was no significant difference among student responses of various youth organizations to item 7, Figure 1.

Item 8, Figure 1, depicts the student responses on the following statement: "The students have a strong voice in the state organization." Students responded from undecided to agree on this item, reporting a mean of 2.66. An interesting observation related to this item is the large variance reported with a standard deviation of 1.14 indicating that a large percentage of the responses was either undecided or in disagreement with the statement and also a large percentage in sharp agreement with the statement. A better indication of this spread of response is given by the percentage of response by category. Although the overall response was still positive, the response was, nevertheless, one of the most negative student responses recorded.

12.5% strongly agree with statement
29.8% agree with statement
33.6% undecided about the statement
16.2% disagree with statement
3.4% strongly disagree with statement

Item 9, Figure 1, provides the student mean response of 2.16 for the following statement: "The competetive activities of vocational clubs are helpful for job preparation." This mean indicates that the students agree with the statement.

There was a significant difference among student responses for various youth organizations. Figure 3, item 3, reports the mean score by youth organization for item 9. DECA and FFA are more positive toward the statement, with means of 1.60 and 1.63 respectively, than students from other youth organizations.

Item 10, Figure 1, states: "The vocational youth club should be a part of the vocational education program." The students, in general, agreed with the statement, reporting an overall mean of 2.01. There were no significant differences among student responses by youth organizations.

Item 11, Figure 1, states: "Being a member of the vocational club helps me in my job exploration." The overall mean score for this item is 2.16 which indicates student agreement with the statement.

There were significant differences among student responses by youth organization affiliation. Figure 3, item 4, shows that DECA and FFA, with means of 1.69 and 1.74 respectively, are in stronger agreement with the statement than the students in other youth organizations.

The last item of the student questionnaire, item 12 of Figure 1, states: "Being a member of the vocational club has helped me improve my school grades." The overall mean reported for this item was 3.00 illustrating that students, in general, were undecided about the item.

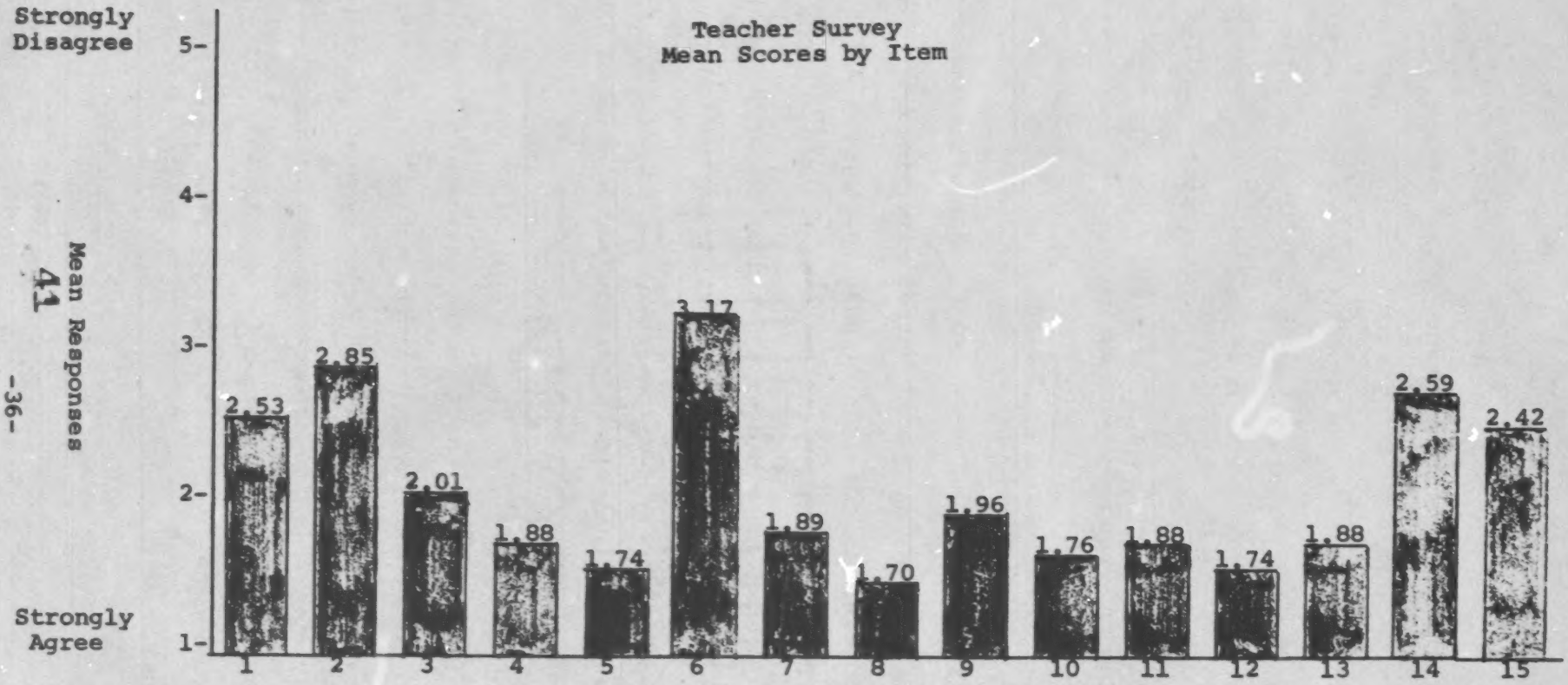
Teacher Survey

A second population was surveyed. Advisors' perception of vocational youth organizations are presented in Figure 4. It should be noted that only item 15 shows any significant difference among the various youth organizations. All but five statements were agreed with, in that the teachers felt a slight lack of physical support for their club activities as indicated in items 1 and 2. Also, the teachers seemed undecided as to whether the State Board for Community Colleges and Occupational Education had too much control over the youth organization. Teachers were also undecided as to the role of the student in running the state organization.

In reviewing Figure 5, the range of responses runs from "agree" to "undecided" on the statement, "There is too much time spent in fund-raising activities by vocational youth organizations." The rank order by mean score (from "strongly agree" to "undecided") of advisor response by youth organization affiliation is as follows: DECA (2.05), HERO (2.15), FHA (2.23), VICA (2.45), FBLA (2.66), and FFA (3.00).

FIGURE 4

Teacher Survey
Mean Scores by Item



There is too much time spent in fund-raising activities by vocational youth organizations.

Students should have a greater voice in running the state organization.

Vocational youth organizations help the students to promote cooperation with his fellow man.

Vocational youth organizations help the students to improve home and community environment.

Vocational youth organizations help the students to become a better citizen.

Vocational youth organizations provide the students recreational activities.

Vocational youth organizations provide students additional avenues for career exploration.

Vocational youth organizations provide an excellent opportunity for the students to demonstrate their leadership abilities.

A youth organization is a valuable part of your vocational education program.

The State Board has too much control over the youth organizations.

One needs training in the directing of youth organizations in order to adequately advise club activities.

Classroom time should be allowed for youth organization activities.

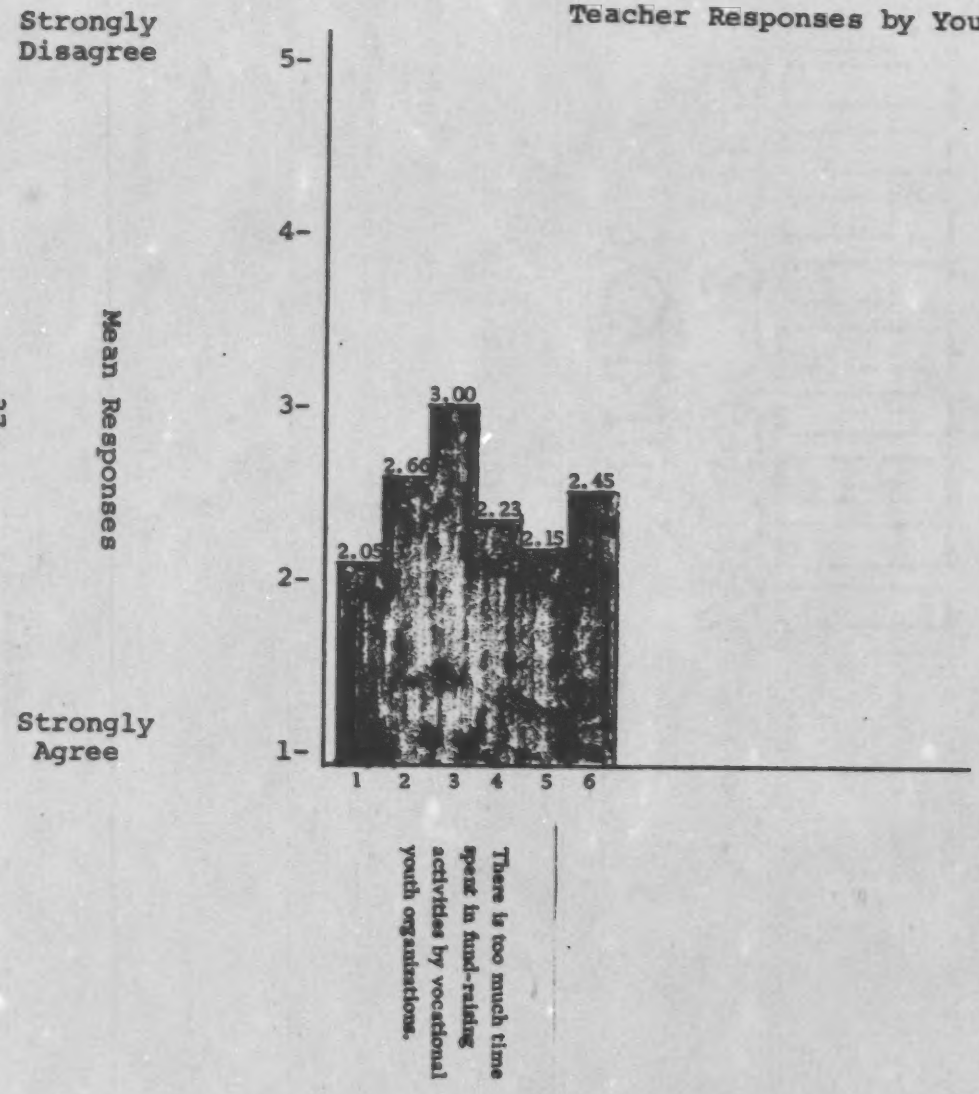
After school time, working with the youth organization is valuable to your vocational education program.

The school furnishes the equipment and supplies that are vital to the operation of vocational youth organizations.

The school provides ample space and facilities for the vocational youth organizations to function with maximum proficiency.

FIGURE 5

Teacher Responses by Youth Organization



Administrator Survey

A third population surveyed were administrators within schools with funded vocational programs. The administrators were of two types: (1) local directors of vocational programs, and (2) chief building administrators. Three factual items which will assist in the interpretation of the administrators' perceptions should be considered.

Forty-one percent of the administrators stated they have written descriptions of the teachers' responsibilities as they relate to the vocational youth organizations. Twenty-five percent of the administrators provide additional salary to advisors for time spent beyond the working class-day for vocational youth organization activities. However, 38% stated that time expended by the advisors of vocational youth organizations was considered a part of their regular teaching contracts.

The response to the perceptional items on the administrators' survey is graphically depicted in Figure 6. There were no significant differences between the local directors' perceptions and the building administrators' perceptions related to vocational youth organizations. The administrators were very supportive of youth organizations; however, there was some concern expressed that the State Board for Community Colleges and Occupational Education exerted excessive control over vocational youth organizations. This was indicated by a slight negative response as shown in item 7, Figure 6.

FIGURE 6

Administrator Survey

The State Board has too much control over the vocational youth organization.

Your community is large enough to support the fund raising activities of the current vocational youth organization.

Our secondary school is large enough to support the current vocational youth organizations.

The members of vocational youth organizations develop good public relations for the school.

The loss of class time incurred by students engaged in the vocational youth organization activities is justifiable in terms of the students total education.

As part of classroom time, vocational youth organizations are essential to fulfill the vocational education program.

Vocational youth organizations are in integral part of vocational education curriculum.

Parent Survey

A fourth population, parents of students with membership in a vocational youth organization, was surveyed and Figure 7 provides the mean scores of the perceptional items on the parents' questionnaire. Four significant differences among respondents were noted and are presented in order.

Item 1 - "Vocational club activities are important to our child." Parents generally agreed with this statement. There was, however, a significant difference in the way parents of students in different youth organizations responded and Figure 8, item 1, depicts this breakdown. Parents of HERO and VICA students are less in agreement than the other parents surveyed. However, it should be noted that the response for these two organizations was still very positive.

Item 2 - "Vocational club activities are too demanding, leaving little time for our child to do other things." The parents, in general, disagreed with this statement which can be interpreted as youth organization activities are not too demanding.

Item 3 - "Vocational clubs should be a part of the school curriculum." The results from this item must be viewed as having some non-respondent bias in that early respondents were more negative than late respondents. The bias, if present, would indicate a probably more positive response than that which is indicated by the reported statistic.

FIGURE 7

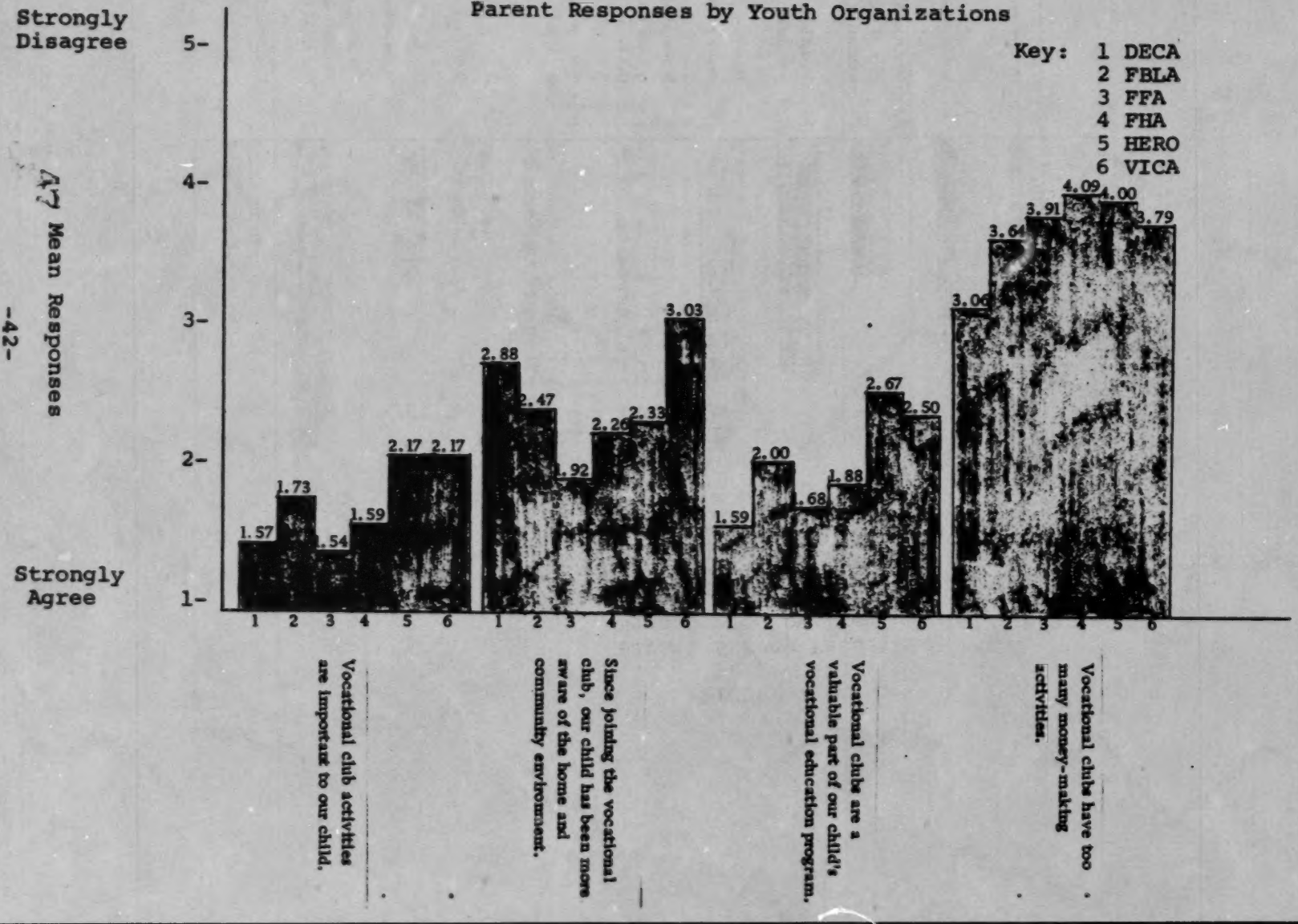
Parent Survey Result
Mean Scores by Item

Key: * Significant Items

Strongly Disagree
5
4
3
2
1
Strongly Agree
Mean Responses
3.86
2.34
1.97
2.68
4.04
2.40
2.80
1.69
1.87
4.15
1.74
*
*
*
Vocational clubs have too many money-making activities.
Vocational club activities do not require much money.
Vocational clubs are a valuable part of our child's vocational education program.
Vocational clubs have helped our child choose a career.
Vocational clubs have too many many recreational activit ies.
Since joining the vocational club, our child has been more aware of the home and community environment.
Since joining the vocational club, our child's scholastic achievement h s improved.
Vocational clubs are good educational activities for our child.
Vocational clubs should be a part of the school curriculum.
Vocational club activities are too demanding, leaving little time for our child to do other things.
Vocational club activities are important to our child.

FIGURE 8

Parent Responses by Youth Organizations



As a whole, the parents agree with the statement reporting a mean of 1.87.

Item 4 - "Vocational clubs are good educational activities for our child." The parents expressed agreement with this statement generating an overall mean response of 1.69.

Item 5 - "Since joining the vocational club our child's scholastic achievement has improved." The response to this was from "undecided" to "agree" with a mean score of 2.80.

Item 6 - "Since joining the vocational club our child has been more aware of the home and community." The overall mean score for this item was 2.40 which is positioned between "agree" and "undecided." There was, however, a significant difference observed among parents' responses by youth organization and Figure 8, item 2, provides a breakdown by youth organizations. FFA students' parents were noted as being most positive with VICA students' parents being undecided.

Item 7 - "Vocational clubs have too many recreational activities." Parents, in general, disagreed with this statement; therefore, parents do not think the vocational youth organizations have too many recreational activites.

Item 8 - "Vocational clubs have helped our child choose a career." Parents' responses, in general, were from "undecided" to "agree" on this item, with a mean score of 2.68.

Item 9 - "Vocational clubs are a valuable part of our child's vocational education program." Overall, parents agreed with this statement producing a mean response of 1.97. A significant difference was observed among parents by youth organization. Figure 8, item 3, graphically illustrates the range of response by youth organizations. Parents of DECA students agreed most strongly with the statement followed in order by FFA, FHA, FBLA, VICA, and HERO. HERO and VICA parents were positioned between being "undecided" and agreeing with the statement.

Item 10 - "Vocational club activities do not require much money." Parents, in general, agreed with this statement reporting a mean of 2.34.

Item 11 - "Vocational clubs have too many money-making activities." In general, parents disagreed with this statement; the overall mean was 3.86. There was a significant difference among parents' reponses as illustrated in Figure 8, item 4, with parents of DECA students being undecided about the statement. The responses in rank order from "most strongly disagree" to "undecided" are FHA, HERO, FFA, VICA, FBLA and DECA.

Employer Survey

Lastly, the employers of students belonging to youth organizations and working were surveyed. One question asked of employers was, "Have you ever been involved with any of the vocational club activities?" The response by youth

organizations is found in Table 16.

TABLE 16

Percent of Employers Involved in Youth Organization Activities

	Percentage of Responses		
	Yes	No	No Response
DECA	40%	40%	20%
FBLA	24%	60%	16%
FFA	58%	17%	25%
FHA	64%	18%	18%
HERO	40%	40%	20%
VICA	29%	57%	14%

It is noted that FHA boasts the highest degree of employer participation, whereas FBLA and VICA have the lowest employer participation in youth organization activities.

Figure 9 provides a summary of employer responses to the following three perceptional statements:

Item 1 - "Vocational clubs help the community in many respects." The mean response to this item was 1.68 which indicates agreement with the statement by employers.

Item 2 - "Vocational clubs cause student employees to miss too much working time." The mean response to this item was 4.07 which indicates that employers, in general, disagree with this statement.

FIGURE 9

Employer Survey

Item 3 - "Vocational club activities help the student to perform better on the job." Again, employers responded positively by agreeing with the statement reporting a mean score of 1.93.

Summary

In summary, all populations were in agreement that vocational youth organizations were an important contribution to the vocational education of the student with some difference in degree among youth organizations.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter 3

This section of the report will be divided into three parts. In the summary, a brief overview of the findings is presented. The conclusion part will locate the findings into the context of the original problem statement. Lastly, recommendations in light of the information reported are suggested.

Summary

The primary focus of this project was to secure evidence to support or reject the previously stated assumption that vocational youth organizations are an essential and necessary part of secondary vocational education programs in the state of Colorado.

The survey was conducted in conjunction with the State Board for Community Colleges and Occupational Education and the Colorado Vocational Association. Five populations were surveyed and specific questionnaires were developed for students, teachers (advisors), administrators, parents and employers (training sponsors). The rate of response exceeded 65% for all populations. The data was analyzed on two levels. First, each questionnaire was analyzed for general trends by using means and percentages. Second, each item was analyzed by means of Chi Square for differences among youth organizations. Where differences were significant at an Alpha

level of .05, the means by youth organization were presented. This analysis can be found in Chapter 2 of this report.

The findings show an overall positive perception of vocational youth organizations by students, teachers, administrators, parents, and employers. For the most part, FFA and DECA youth organizations received more positive responses and VICA clubs received less positive responses. However, it must be emphasized that all youth organizations received positive and supportive responses for all surveyed populations.

There were two main thrusts of this research project: First, the advisory committee sought to secure data regarding how various populations felt about vocational youth organizations in terms of their worth as a part of vocational education; second, to secure responses to determine if various populations felt that vocational youth organizations were accomplishing their objectives.

Importance

The first question can be addressed by reviewing the response of the various populations in terms of general importance, time, funding, and other resource allocation.

Figure 10 summarizes the findings of those items which reflect importance. All populations (students, advisors, administrators, employers, and parents) felt that the vocational youth organizations are important and should be a part of the total vocational education program.

FIGURE 10

Mean Scores Indicating Time Allocation by Various Populations

Key: T Teacher Survey
P Parent Survey
E Employer Survey
A Administrator Survey
S Student Survey

Strongly Disagree
5-
4-
3-
2-
1-
Strongly Agree
Mean Responses
2.01
1.84
4.15
4.07
1.80
1.70
3.46
T
T
P
E
A
A
S
The vocational club requires much of my extra time.
The loss of class time incurred by students engaged in the vocational youth organization activities is justifiable in terms of the students total education.
As a part of classroom time, vocational youth organizations are essential to fulfill the vocational education program.
Vocational clubs cause student employees to miss too much working time.
Vocational club activities are too demanding, leaving little time for our child to do other things.
Classroom time should be allowed for youth organization activities.
After school time, working with the youth organization is valuable to your vocational education program.

Time

Figure 11 shows the items from the various populations that reflect on time. There are two questions which were addressed. First, do youth organizations require too much of the students' time? Second, is the overall time expended on youth organizations a meaningful educational investment? In responding to both questions, the time expended on vocational youth organization activities is a good educational investment for vocational education.

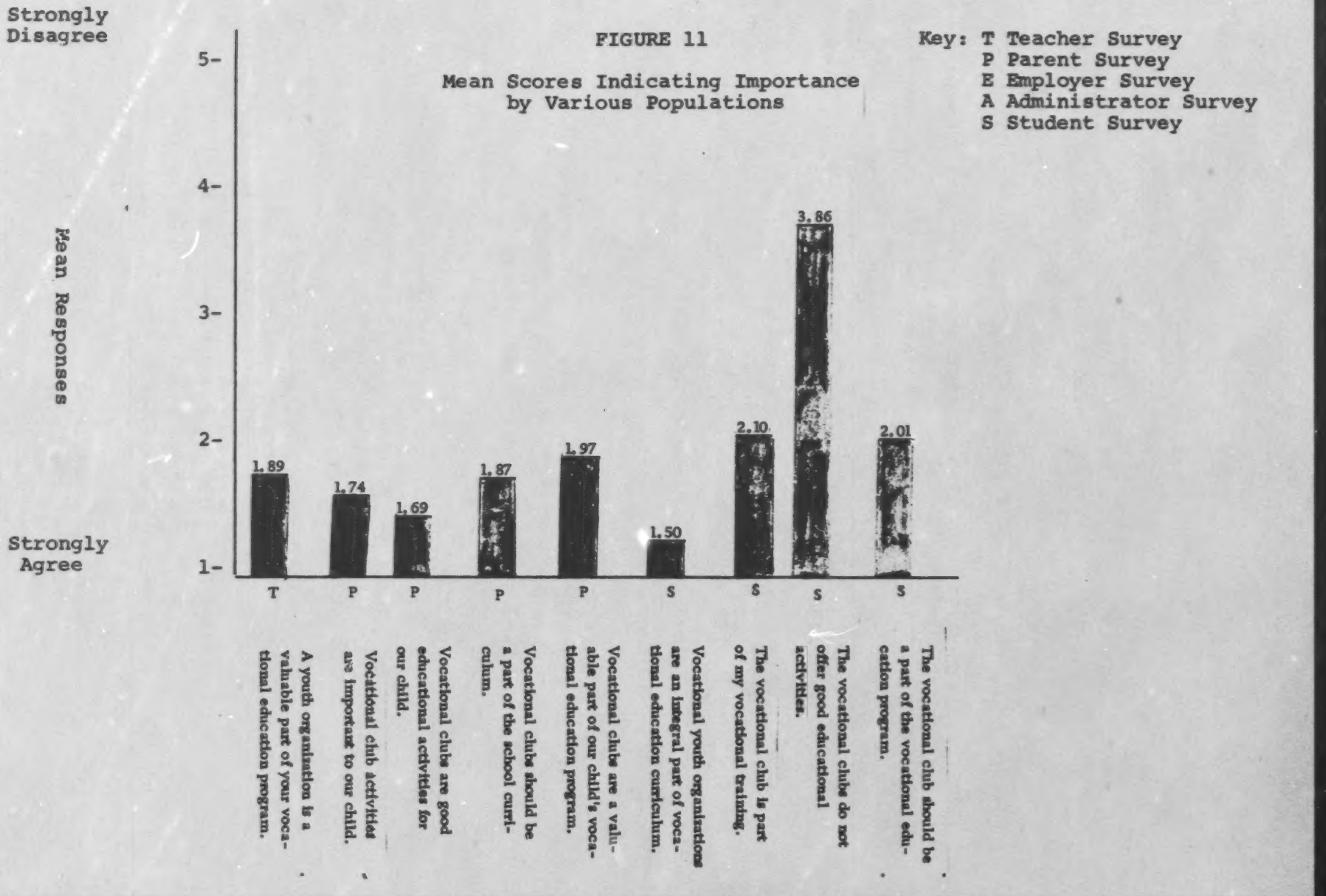
Funding

There are two funding questions to which this study is addressed: (1) What is the cost to the participant? and (2) What obligation does the school have toward meeting those expenses?

It was found that, on the average, student expenditure is less than ten dollars for all organizations but the FFA organization. There were, however, some rather large expenditures within all organizations for students going to state and national events. Sixty-nine percent of the administrators report that students are the primary source of funds for sponsored vocational youth organization activities. The schools, in general, either did not pay expenses for vocational youth organization activities or paid only a portion of the expenses. Also, the school districts do not, in general, purchase the teachers' time for directing youth organization activities.

FIGURE 11

Mean Scores Indicating Importance by Various Populations



The overriding conclusion is that school districts do not financially support vocational youth organization activities as part of its curriculum. It appears that the school administrations see the vocational youth organization as another extra-curricular activity and not as an intra-curriculum activity.

Resources

The resources question concerns itself with community and school resources. It was felt that, in general, the communities and schools, in which vocational youth organizations are now operating, are large enough to support the organizational activities.

There were somewhat less positive responses regarding school support of the vocational youth organization program with regard to space, equipment, and facilities.

Purposes

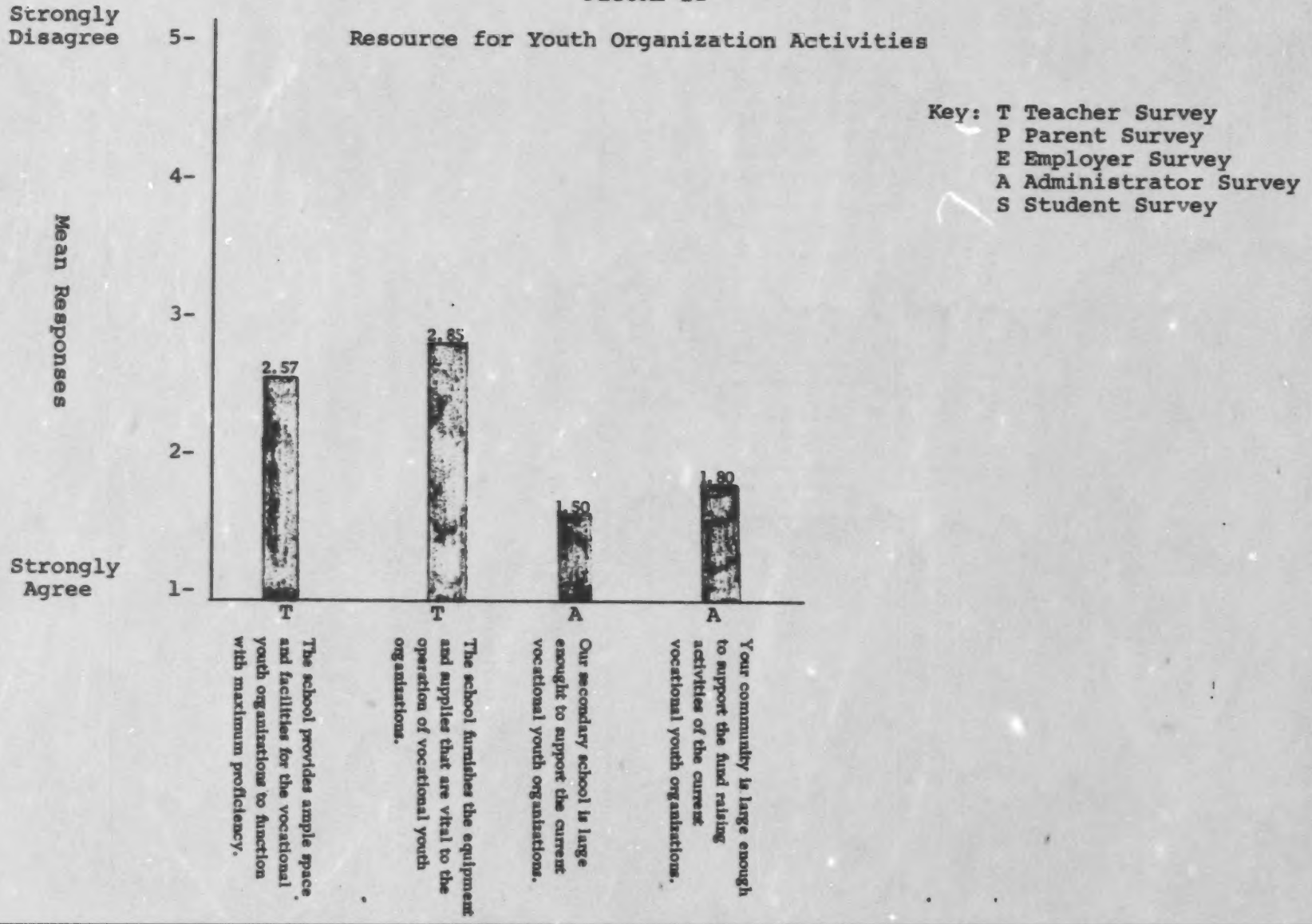
A major concern of this study was to assess the effectiveness of youth organizations in meeting their stated purposes. Figure 13 relates all "purposes" questions by populations.

There is no question that the youth organizations, in general, satisfy their purposes. There was one purpose, however, which showed up as being less positively met than the others--that is--achieving higher academic standards.

Figure 14 summarizes the perception of activities related to vocational youth organizations. In general, the

FIGURE 12

Resource for Youth Organization Activities


Strongly Disagree
5-
4-
3-
2-
1-
Strongly Agree
Mean Responses
2.57
2.85
1.50
1.80
T
T
A
A
The school provides ample space and facilities for the vocational youth organizations to function with maximum proficiency.
The school furnishes the equipment and supplies that are vital to the operation of vocational youth organizations.
Our secondary school is large enough to support the current vocational youth organizations.
Your community is large enough to support the fund raising activities of the current vocational youth organizations.

Key: T Teacher Survey
P Parent Survey
E Employer Survey
A Administrator Survey
S Student Survey

FIGURE 13

Mean Scores of Different Populations Indicating Perception of How Youth Organizations Meet Their Purposes

Key

T Teacher Survey
P Parent Survey
E Employer Survey
A Adminis. Survey
S Student Survey

Strongly Disagree
5-
4-
3-
2-
1-
Strongly Agree
Mean Responses
1.70 T
1.96 T
1.92 T
1.76 T
1.88 T
1.74 T
2.80 P
2.40 P
2.68 P
1.68 E
1.93 E
1.50 A
1.96 S
2.28 S
2.17 S
3.(S
helped me improve my school grades.
Being a member of the vocational club helps me in my job exploration.
The vocational club has aided me to be a better citizen.
The vocational club has helped me to work with people.
The members of vocational youth organizations develop good public relations for our school.
Vocational club activities help the student to perform better on the job.
Vocational clubs help the community in many respects.
Vocational clubs have helped our child choose a career.
Since joining the vocational club, our child has been more aware of the home and community environment.
Since joining the vocational club, our child's scholastic achievement has improved.
Vocational youth organizations help the students to promote cooperation with his fellow man.
Vocational youth organizations help the students to improve home and community environment.
Vocational youth organizations help the student to become a better citizen.
Vocational youth organizations provide the students recreational activities.
Vocational youth organizations provide the students additional avenues for career exploration.
Vocational youth organizations provide an excellent opportunity for the students to demonstrate their leadership abilities.

FIGURE 14

Activities

Key: T Teacher Survey
P Parent Survey
E Employer Survey
A Administrator Survey
S Student Survey

activities sponsored by the youth organizations were seen as supportive of the purposes of the youth organizations. One exception was that DECA devotes too much time to fund-raising projects and activities.

Control

The question, "Who should have control of vocational youth organizations?" was not answered concisely in that most of the mean responses were in the undecided range. It is felt that the State Board for Community Colleges and Occupational Education may be seen as having too much control over youth organizations inasmuch as the responses to this item were the most negative of any question answered in this survey. (Figure 15.)

Training

The teachers felt that training was needed in order to advise a vocational youth organization.

Conclusion

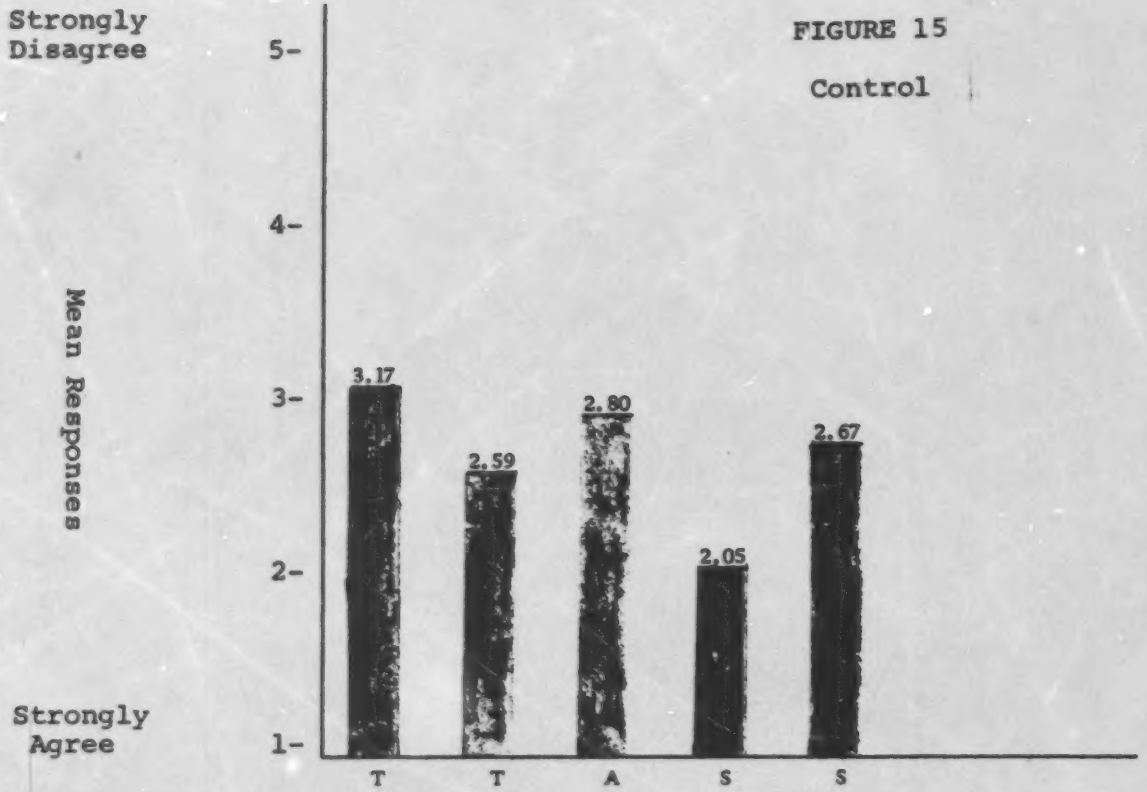
In conclusion, the study shows a strong need for vocational youth organizations as an intra-curricular activity. Their importance is not questioned by any of the surveyed populations.

In spirit, vocational youth organizations are seen as intra-curricular and as an integral part of the students' education.

In practice, the allocation of resources, time, money, and facilities indicates a low priority on the part of the

FIGURE 15

Control



Key: T Teacher Survey
P Parent Survey
E Employer Survey
A Administrator Survey
S Student Survey

schools to support the vocational youth organizations as part of the vocational curriculum.

If the vocational youth organizations are to stay, or be, an integral part of vocational education, they must get the same level of support as the instructional program. It is apparent that the advisors are, for the most part, giving of themselves over and above that expected of other teachers.

Recommendations

The following are recommendations that should be considered in order to improve vocational education:

1. Vocational youth organizations should be maintained within the scope of vocational education.
2. The State Board should maintain the position that youth organizations are a necessary component of the total vocational program and should require local teachers to offer a vocational youth organization.
3. The State Board should continue to reimburse for vocational youth organizations. Youth organizations are an intra-curricular educational activity. Reimbursement should include expected expenses for students. Chapter advisors should be remunerated for their time and expenses. The teachers should be supported by the State Board for Community Colleges and Occupational Education in an effort to get the school to commit adequate resources.

The school must be encouraged to give more resources support to vocational youth organizations.

4. Each youth organization should examine the type of activities sponsored in light of its purposes. There is a need on the part of some youth organizations to examine the amount of time devoted to fund-raising activities.
5. The means for coordinating vocational youth organizations at the state level should be reviewed and the role of the State Board, the school, the teacher, and the student defined.
6. Advisors of newer youth organizations should inform administrators of their programs; also, advisors must inform new administrators about their youth organization program.

APPENDIX A

OBJECTIVES

Future Homemakers of America

- To provide opportunities for self-development and preparation for family and community living and for employment.
- To strengthen the function of the family as a basic unit of society.
- To encourage democracy through cooperative action in the home and community.
- To encourage individual and group involvement in helping achieve world-wide brotherhood.
- To institute programs promoting greater understanding between youth and adults.
- To provide opportunities for decision making and for assuming responsibility.
- To become aware of the multiple roles of men and women in today's society.
- To develop interest in home economics, home economics careers, and related occupations.

Future Business Leaders of America

Section 1 - General Purpose. The purpose of FBLA is to assist youth and young adults enrolled in business programs to develop vocational competencies, a sense of civic-responsibility, and instill leadership capabilities in home, work and community. FBLA is designed to be an extension of the instructional program, thus being an integral part of the business curriculum.

Section 2 - Specific Purposes - The specific purposes of this organization are to:

- Develop competent, aggressive business leadership.
- Strengthen the confidence of young men and women in themselves and their work.

- Create more interest and understanding in the intelligent choice of business occupations.

- Encourage members in the development of individual projects and in establishing themselves in business.

- Encourage members to improve the home and community.

- Participate in worthy undertakings for the improvement of business and the community.

- Develop character, prepare for useful citizenship, and foster patriotism.

- Participate in cooperative effort.

- Encourage and practice thrift.

- Encourage improvement in scholarship and promote school loyalty.

- Provide and encourage the development of organized recreational activities.

- Improve and establish standards for entrance into store and office occupations.

Future Farmers of America

- To develop competent, aggressive, rural, and agricultural leadership.

- To create and nurturea love of country life.

- To strengthen the confidence of students of vocational agriculture in themselves and their work.

- To create more interest in the intelligent choice of agricultural occupations.

- To encourage members in the development of individual farming programs and establishment in agricultural careers.

- To encourage members to improve the farm home and its surroundings.

- To participate in worthy undertakings for the improvement of agriculture.

- To develop character, train for useful citizenship, and foster patriotism.

- To participate in cooperative effort.

- To encourage and practice thrift.

- To encourage improvement in scholarship.

- To provide and encourage the development of organized rural recreational activities.

Distributive Education Clubs of America

This club is an organization of vocational high school students enrolled in cooperative part-time distributive education classes, ans has as its purpose furthering the welfare of its members through the following objectives:

- To provide for the exploration of vocational opportunities in the field of distribution through the media of classroom and on-the-job training.

- To create an appreciation of and an abiding interest in the distributive occupation chosen as a vocation by the individual student and a realization of its value to him as a worthy member of his home and his community.

- To encourage the use of high ethical standards in business.

- To provide for mental and physical health through satisfying social and recreational activities.

- To foster a deep feeling of the civic, social and moral responsibilities of business to society.

- To develop leadership in the field of distribution which is competent, aggressive, self-reliant, cooperative and patriotic.

- To develop an appreciation of the contributions the fine arts can make to business.

- To arouse interest in the community and businessmen for more and better cooperation in distributive education in America.

- To help the students develop an understanding of their employers and their employers' problems, in order that the students may actually contribute to the organization by which they are employed.

- To give the student a respect for training and a desire to keep abreast of current developments in distribution through the use of the training facilities available in the community after graduation.

- To develop leaders and help develop others among the members to be capable of handling important responsibilities in the field of distribution both now and in the future.

- To put into practice the philosophy that in receiving money for services, merchandise or ideas, each Distributive Education Club member will give of his best in time and effort so that both buyer and seller will benefit.

- To assist in the reduction of the costs of distribution through increasing the efficiency of distributive workers.

- To assist local chapters in the growth and development of DECA.

- To further develop a respect for education in marketing and distribution which will contribute to vocational competence.

- To promote understanding of and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

Vocational Industrial Club of America

The purposes of this organization are:

- To assist local club members in the growth and development of VICA.

- To unite in a common bond without regard to race, creed, or national origin full time students enrolled in classes with vocational trade and industrial objectives.

- To develop leadership abilities through participation in education, vocational, civic, recreational, and social activities.

- To foster a deep respect for the DIGNITY OF WORK.

- To assist students in establishing realistic vocational goals.

- To help students attain a purposeful life.

- To create enthusiasm for learning.

- To promote high standards in trade ethics, workmanship, scholarship, and safety.

- To develop the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process.

- To foster a wholesome understanding of the functions of labor and management organizations, and a recognition of their mutual interdependence.

- To create among students, faculty members, patrons of the school and persons in industry, a sincere interest in and esteem for trade and industrial education.

- To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY.

APPENDIX B

INSTRUMENTS AND COVER LETTERS

JOHN D. VANDERHOOF, Governor

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

M. G. LINSON, DIRECTOR
OCCUPATIONAL EDUCATION
&
BOARD EXECUTIVE SECRETARY
(303) 892-3011

F. DEAN LILLIE, DIRECTOR
COMMUNITY COLLEGES
(303) 892-3181

March 18, 1974

Dear Advisor,

The Colorado Vocational Association and the State Board for Community Colleges and Occupational Education have been working to formulate positions in regard to vocational youth organizations (DECA, HERO, FFA, VICA, FHA, or FBLA). The University of Northern Colorado, Department of Vocational Education, has contracted to survey selected advisors, students, students' parents, and students' employers in regard to this concern.

Enclosed is a short questionnaire which will take but a few minutes to complete and return. All responses will be treated with the utmost confidence. Your help is needed to make this research useful and meaningful to vocational educators within the state. Enclosed are stamped, self-addressed envelopes for the convenience of participants.

The instructions for handling the questionnaires are:

1. There may or may not be a questionnaire packet with your name on it. It will take only ten minutes to fill out the questionnaire.

2. There is an addressed questionnaire packet for one or more of your students, their parents, and their employers.

3. Give the student his/her questionnaire. Determine the addresses of the students' parents and employers (if employed within this school program) and mail them their questionnaires.

If you have any questions, call (collect) Dr. Ken Spooner, Department of Vocational Education, University of Northern Colorado, Greeley, Colorado, 351-2072. Your attention to this matter by April 1, 1974, will aid us in our efforts to improve vocational youth organizations within the state.

Sincerely,

James W. Wilson
Assistant Director
Program Operations

JWW:rl
Enclosures

Ad Hoc State Committee on Youth Organizations:
Eugene Amoroso, Chairman
Charles Beall
Jean Brady
Irving Cross
Sid Koon
Jay McCracken
Tom Milan
Ken Spooner
Kay Turman

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JOHN D. VANDERHOOF, Governor

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

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M. G. LINSON, DIRECTOR
OCCUPATIONAL EDUCATION
&
BOARD EXECUTIVE SECRETARY
(303) 892-3011

F. DEAN LILLIE, DIRECTOR
COMMUNITY COLLEGES
(303) 892-3181

March 18, 1974

Dear Administrator,

We are surveying the administrators of schools which have vocational programs in regard to vocational clubs.

The enclosed questionnaire is part of a study conducted by the University of Northern Colorado in conjunction with the Colorado Vocational Association and the Colorado Research Coordinating Unit to identify the strengths and weaknesses in the present system of vocational clubs within the state. The State Board for Community Colleges and Occupational Education and the Colorado Vocational Association will use the returned information.

The survey instrument is short and will require only a few minutes of your time. Your response will be treated with strict confidence. A summary of the results will be available upon request. A stamped, self-addressed envelope is enclosed for your convenience. Your attention to this request by April 1, 1974, will be of great service to the students we serve.

Sincerely,

James W. Wilson
Assistant Director
Program Operations

JWW:rl
Enclosures

Ad Hoc State Committee
on Youth Organizations:
Eugene Amoroso, Chairman
Charles Beall
Jean Brady
Irving Cross
Sid Koon
Jay McCracken
Tom Milan
Ken Spooner
Kay Turman

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JOHN D. VANDERHOOF, Governor

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

M. G. LINSON, DIRECTOR
OCCUPATIONAL EDUCATION
&
BOARD EXECUTIVE SECRETARY
(303) 892-3011

F. DEAN LILLIE, DIRECTOR
COMMUNITY COLLEGES
(303) 892-3151

March 18, 1974

Dear Student,

Enclosed is an important questionnaire dealing with vocational clubs (HERO, DECA, FFA, FHA, FBLA, or VICA). The Colorado Vocational Association and the State Board for Community Colleges and Occupational Education are seeking information to help improve your vocational clubs.

Not all students in your club will receive this questionnaire. Therefore, it is important that you respond. We feel your point of view is significant considering the value of youth clubs. Your response will remain anonymous.

A stamped, self-addressed envelope is enclosed for your convenience. If you could respond to this questionnaire by April 1, 1974, it would be extremely helpful.

Sincerely,

James W. Wilson
Assistant Director
Program Operations

JWW:rl
Enclosures

Ad Hoc State Committee on Youth Organizations:
Eugene Amoroso, Chairman
Charles Beall
Jean Brady
Irving Cross
Sid Koon
Jay McCracken
Tom Milan
Ken Spooner
Kay Turman

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JOHN D. VANDERHOOF, Governor

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

M. G. LINSON, DIRECTOR
OCCUPATIONAL EDUCATION
&
BOARD EXECUTIVE SECRETARY
(303) 892-3011

F. DEAN LILLIE, DIRECTOR
COMMUNITY COLLEGES
(303) 892-3181

March 18, 1974

Dear Parent,

Enclosed is a short questionnaire as part of a statewide survey asking your views concerning your child's vocational club (HERO, DECA, FFA, FHA, FBLA, or VICA) activities. This instrument is designed to allow the parents' input into statewide planning concerning vocational clubs. It should take just a few minutes to complete the questions. All answers will be kept in strict confidence.

We enclose a stamped, self-addressed envelope for your convenience. Your response by April 1, 1974, is greatly appreciated.

Sincerely,

James W. Wilson
Assistant Director
Program Operations

JWW:rl
Enclosures

Ad Hoc State Committee on Youth Organizations:
Eugene Amoroso, Chairman
Charles Beall
Jean Brady
Irving Cross
Sid Koon
Jay McCracken
Tom Milan
Ken Spooner
Kay Turman

F- 75

JOHN D. VANDERHOOF, Governor

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

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&
BOARD EXECUTIVE SECRETARY
(303) 892-3011

F. DEAN LILLIE, DIRECTOR
COMMUNITY COLLEGES
(303) 892-3181

March 18, 1974

Dear Employer,

Enclosed is a questionnaire developed in conjunction with the Colorado Vocational Association and the State Board for Community Colleges and Occupational Education by the Department of Vocational Education, University of Northern Colorado.

The research study is attempting to identify the strengths and weaknesses in the present vocational youth organizations programs within Colorado.

The questionnaire will take less than ten minutes to complete and will be of much value to us. Complete confidence of your response is assured. A stamped, self-addressed envelope is enclosed for your convenience. Your attention to this matter by April 1, 1974, is greatly appreciated.

Sincerely,

James W. Wilson

James W. Wilson
Assistant Director
Program Operations

JWW:rl
Enclosures

Ad Hoc State Committee on Youth Organizations:
Eugene Amoroso, Chairman
Charles Beall
Jean Brady
Irving Cross
Sid Koon
Jay McCracken
Tom Milan
Ken Spooner
Kay Turman

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The University of Northern Colorado
GREELEY, COLORADO 80639

Dear Participant,

On March 18, 1974, I mailed to you a questionnaire related to a research project undertaken by the University of Northern Colorado, Department of Vocational Education. This project is under the auspices of the Colorado Vocational Association and the State Board for Community Colleges and Occupational Education.

So far we have received approximately 50% of the completed questionnaires. To be able to draw valid conclusions and to have a successful project we need to have the remaining questionnaires. Will you please help us by taking a few minutes to complete your questionnaire and return it to us. I am enclosing a duplicate questionnaire and a stamped, self-addressed envelope for your convenience. I will greatly appreciate your help.

Thank you,

Ken

Ken Spooner
Director of Evaluation
and Research
Department of Vocational Education

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Name_____

STUDENT SURVEY

_____ School

_____ (If employed: Name of Employer)

1. Your grade level is: (circle one) 7 8 9 10 11 12 Graduate

2. To which vocational club to you belong?

_____ FBLA	_____ DECA
_____ FHA	_____ VICA
_____ HERO	_____ FFA

a. What is the approximate membership of your vocational club?

_____ 0 - 10	_____ 30 - 39
_____ 11 - 20	_____ 40 - 49
_____ 21 - 29	_____ 50 - 59
	_____ 60 and over

b. What does it cost you, other than dues, as a student to participate in local, district, state, and national club activities?

Dollars Spent	Local	District	State	National
$ 0 - 10	_____	_____	_____	_____
$11 - 20	_____	_____	_____	_____
$21 - 30	_____	_____	_____	_____
$31 - 40	_____	_____	_____	_____
$41 and over	_____	_____	_____	_____

3. How many years have you been a member of a vocational club?

_____ less than 1 year	_____ 3 to 4 years
_____ 1 to 2 years	_____ more than 4 years
_____ 2 to 3 years	

INSTRUCTIONS: React to each of the following statements as to whether you: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree with it. Check only one response for each item.

4. a. The vocational club is part of my vocational training.	SA	A	U	D	SD
b. The vocational club requires much of my extra time.	SA	A	U	D	SD

5.	The vocational clubs do not offer good educational activities.	SA A U D SD
6.	The vocational club has helped me to work with people.	SA A U D SD
7.	The vocational club has aided me to be a better citizen.	SA A U D SD
8.	Vocational clubs offer a variety of local activities that add to my education.	SA A U D SD
9.	All students have a fair opportunity to participate in state-level activities.	SA A U D SD
10.	The students have a strong voice in the state organization.	SA A U D SD
11.	The competitive activities of vocational clubs are helpful for job preparation.	SA A U D SD
12.	The vocational club should be a part of the vocational education program.	SA A U D SD
13.	Being a member of the vocational club helps me in my job exploration.	SA A U D SD
14.	Being a member of the vocational club has helped me improve my school grades.	SA A U D SD

15. General comments about your vocational club:_____

_____

TEACHER SURVEY

1. Your age is:

____ Less than 25 years old	____ 35 to 39
____ 25 to 29	____ 40 to 44
____ 30 to 34	____ Other (specify)_____

2. Your years of teaching experience in Vocational Education is:

____ 1 to 3 years	____ 10 to 12 years
____ 4 to 6 years	____ Other (specify)_____
____ 7 to 9 years	

3. Which of the following professional organizations are you a member of? (you may check more than one)

____ CVA	____ AVA
____ CEA and local	____ AFT
____ NEA	____ Other (specify)_____

4. What is the length of your vocational education programs?

____ 1 year	____ 3 years
____ 2 years	____ 4 years

5. Approximately the number of years this vocational youth organization has been functioning in your school:

____ Less than 1 year	____ 11 to 15 years
____ 1 to 5 years	____ Other (specify)_____
____ 6 to 10 years	_____

6. How many years can a student be an in-school active member of your secondary vocational youth organizations?

____ 1 year	____ 4 years
____ 2 years	____ 5 years or more
____ 3 years	

7. How many years have you been working with vocational youth organizations?

____ 1 year	____ 4 years
____ 2 years	____ Other (specify)
____ 3 years	

a. What is the approximate membership of your vocational education youth organization?

____ 1 - 10	____ 41 - 50
____ 11 - 20	____ 51 - 60
____ 21 - 30	____ 60 and over (specify)_____
____ 31 - 40	

8. Does your school district provide funds to help support youth organizations?

_____ Yes _____ No

9. What percentage of your scheduled school week do you spend on the activities directly concerned with the youth organization?

_____ Less than 5%
_____ 5% to 10%
_____ 10% to 15%
_____ 15% to 20%
_____ Other (specify)_____

10. How many hours above the scheduled school week do you spend with vocational youth organization activities?

_____ 0 to 2 hours
_____ 2 to 4 hours
_____ 4 to 6 hours
_____ 6 to 8 hours
_____ 8 or more hours

11. Does the school pay for your expenses to participate at:

	Yes	No	Part
a. the local vocational youth organization activities?	____	____	____
b. the district vocational youth organization activities?	____	____	____
c. the state vocational youth organization activities?	____	____	____
d. the national vocational youth organization activities?	____	____	____

INSTRUCTIONS: React to each of the following statements as to whether you: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree with it. Check only one response for each item.

12. The school provides ample space and facilities for the vocational youth organizations to function with maximum proficiency.	SA	A	U	D	SD
13. The school furnishes the equipment and supplies that are vital to the operation of vocational youth organizations.	SA	A	U	D	SD
14. After school time, working with the youth organization is valuable to your vocational education program.	SA	A	U	D	SD
15. Classroom time should be allowed for youth organization activities.	SA	A	U	D	SD

16.	One needs training in the directing of youth organizations in order to adequately advise the club activities.	SA	A	U	D	SD
17.	The State Board has too much control over the youth organizations.	SA	A	U	D	SD
18.	A youth organization is a valuable part of your vocational education program.	SA	A	U	D	SD
19.	Vocational youth organizations provide an excellent opportunity for the students to demonstrate their leadership abilities.	SA	A	U	D	SD
20.	Vocational youth organizations provide the students additional avenues for career exploration.	SA	A	U	D	SD
21.	Vocational youth organizations provide the students recreational activities.	SA	A	U	D	SD
22.	Vocational youth organizations help the students to become a better citizen.	SA	A	U	D	SD
23.	Vocational youth organizations help the students to improve home and community environment.	SA	A	U	D	SD
24.	Vocational youth organizations help the student to promote cooperation with his fellow man.	SA	A	U	D	SD
25.	Students should have a greater voice in running the state organization.	SA	A	U	D	SD
26.	There is too much time spent in fund-raising activities by vocational youth organizations.	SA	A	U	D	SD

27. Comments: _____

_____

SURVEY DATA FOR ADMINISTRATORS

_____ Respondent

_____ Title

_____ Name of School

_____ Name of District

_____ Mailing Address - Street _____ City _____ State _____ Zip Code

1. Years of experience in this community as an educational administrator. _____

2. Approximate size of the community (check one).

____ Less than 10,000	____ 40,000 to 49,999
____ 10,000 to 19,999	____ 50,000 to 59,999
____ 20,000 to 29,999	____ 60,000 to 69,999
____ 30,000 to 39,999	____ More than 70,000

3. Indidate your secondary school organization (check one).

____ 7 to 9 grades	____ 11 to 12 grades
____ 9 to 12 grades	____ Other (specify)
____ 10 to 12 grades	

4. Approximate number of students in your secondary school (check one).

____ Less than 300	____ 900 - 1199
____ 300 - 599	____ 1200 - 1499
____ 600 - 899	____ More than 1500

5. Indicate which vocational youth organizations are in your school (you may check more than one).

____ DECA	____ FHA
____ VICA	____ HERO
____ FFA	____ FBLA
	____ None

6. How much in-service time per year do you provide to teachers so they may meet the obligation of their youth organization advisement role.

____ 0 to 2 days	____ 4 to 6 days
____ 2 to 4 days	____ 6 to 8 days
	____ 8 or more days

INSTRUCTIONS: React to each of the following statements as to whether you: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree with it. Check only one response for each item.

7. Vocational youth organizations are an integral part of vocational education curriculum. SA A U D SD

8. As a part of classroom time, vocational youth organizations are essential to fulfill the vocational education program. SA A U D SD

9. The loss of class time incurred by students engaged in the vocational youth organization activities is justifiable in terms of the students total education. SA A U D SD

10. The members of vocational youth organizations develop good public relations for the school. SA A U D SD

11. Our secondary school is large enough to support the current vocational youth organizations. SA A U D SD

12. Your community is large enough to support the fund raising activities of the current vocational youth organization. SA A U D SD

13. The State Board has too much control over the vocational youth organization. SA A U D SD

14. Do you have a written description of teacher responsibilities as they relate to the vocational youth organization? _____ Yes _____ No

15. Do you pay your teachers for time spent above the working class day for supervising vocational youth organization activities? _____ Yes _____ No

16. Is the time spent by your vocational education teacher on vocational youth activities covered by their contract? _____ Yes _____ No

17. Which sources provided the funds for the vocational youth organization (you may check more than one).

_____ Students
_____ Local or district
_____ State
_____ Federal
_____ Industry
_____ Other (specify) _____

18. Comments: _____

EMPLOYER SURVEY

_____ Respondent

_____ Title

_____
Mailing Address - Street City State Zip Code

1. Approximate size of your community (check one).

_____ Less than 10,000	_____ 40,000 to 49,999
_____ 10,000 to 19,999	_____ 50,000 to 59,999
_____ 20,000 to 29,999	_____ 60,000 to 69,999
_____ 30,000 to 39,999	_____ More than 70,000

2. Indicate, to your knowledge, if students who work for you belong to one of the following vocational youth organizations (you may check more than one).

_____ FBLA	_____ VICA
_____ FFA	_____ HERO
_____ DECA	_____ FHA
	_____ Don't know

INSTRUCTIONS: React to each of the following statements as to whether you: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree with it. Check only one response for each item.

3. Vocational clubs help the community in many respects.	SA	A	U	D	SD
4. Vocational clubs cause student employees to miss too much working time.	SA	A	U	D	SD
5. Vocational club activities help the student to perform better on the job.	SA	A	U	D	SD
6. Have you ever been involved with any of the vocational club activities?	_____ Yes			_____ No	

7. Other comments: _____

_____

PARENTS' SURVEY

1. Our son (daughter) is currently a member of: (check one)

____ FFA	____ HERO
____ FBLA	____ DECA
____ FHA	____ VICA

2. Our son (daughter) has been a member of a vocational club for: (check one)

____ 1 year	____ 3 years
____ 2 years	____ 4 years
	____ 5 years or more

INSTRUCTIONS: React to each of the following statements as to whether you: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree with it. Check only one response for each item.

3.	Vocational club activities are important to our child.	SA	A	U	D	SD
4.	Vocational club activities are too demanding, leaving little time for our child to do other things.	SA	A	U	D	SD
5.	Vocational clubs should be a part of the school curriculum.	SA	A	U	D	SD
6.	Vocational clubs are good educational activities for our child.	SA	A	U	D	SD
7.	Since joining the vocational club, our child's scholastic achievement has improved.	SA	A	U	D	SD
8.	Since joining the vocational club, our child has been more aware of the home and community environment.	SA	A	U	D	SD
9.	Vocational clubs have too many recreational activities.	SA	A	U	D	SD
10.	Vocational clubs have helped our child choose a career.	SA	A	U	D	SD

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11.	Vocational clubs are a valuable part of our child's vocational education program.	SA	A	U	D	SD
12.	Vocational club activities do not require much money.	SA	A	U	D	SD
13.	Vocational clubs have too many money-making activities.	SA	A	U	D	SD

14. Other comments: _____

_____